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THE ROMAN MATINEE-GOER

By HAZEL M. TOLIVER
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WHEN WE think of attending the theater, we naturally assume, along with Hamlet, that "the play's the thing." In this paper, however, it is not the play and its performance that will be discussed. Instead we shall concentrate on certain personal attitudes and interests of the theater-goer in ancient Rome often not closely related to the dramatic action on the stage but important as secondary reasons for the spectator's presence in the theater.

The structure of the Roman theaters and the time of the performances no doubt affected the spectator's interest in various ways. The semi-circular seating sections, which rose in a sharp slant from the front to the back rows, made it easy to survey the whole area from almost any point in the auditorium, thus offering ideal facilities for those whose wish was not only to see but also to be seen. Since dramatic performances were always held in daylight, there was never the same situation as in the modern theater, where the only thing clearly visible is generally the spot-lighted stage. Instead, in both the earlier open-air theater and the later enclosed permanent theaters at Rome the actors were always in competition with various distractions ranging from the natural scenery round about to the theater-goer's interest in his immediate surroundings and his fellow spectators.

Perhaps one reason why the common people of the late Republic and the Empire liked to attend the theater was the luxuriousness which came more and more to characterize the surroundings. Where the temporary wooden structures of early Rome had been lacking in decorations, Pliny the Elder (19, 6; 33, 16; 34, 17; 35, 7 [4]; 36, 2 and 24) mentions as later innovations the stretching of awnings, the erection even in a temporary theater of marble columns and statues, the introduction of painted scenery, and various silver and gold decorations which became ever more extravagant. Lucretius (4, 75-83) describes the yellow, scarlet, and purple awnings which, billowing over large theaters, gave their colors to the stage and auditorium below. Furthermore,

VERSUS IANUALES

By VAN L. JOHNSON
Tufts University

It is possible that Janus was a sky-god or light-god, a male counterpart of Diana, before he became the Roman god of doorways and beginnings: in any case, he is one of the earliest of Roman deities and, except for a later equation with primeval Chaos, had no equal in the Greek pantheon. According to Roman legend, he was already there when Saturn came to Italy. Janus was worshipped with simple gifts on the first day of his own month in Numa's calendar, so there must have been ancient verses composed in his honor. This is an attempt to reconstruct some in simulated Saturnians, the typical verse-form of early Latin poetry. For suggestions about recitation, see my remarks in *THE CLASSICAL OUTLOOK*, XXXIV (1956), 28.

Janus, numen januae, tenens baculum,
Geminus caelestium custos liminum,
Mense Januario strenis colitur:
Stipe, melle, carica, palma utitur.
Clusius, Patulcius nominatus est:
Bello patet horrido, pace clausus est.
En Saturnum hospitem saeclo aureo
Janus iam acceperat in Janiculo.

it became the custom to spray the spectators with a fine mist of saffron-water, sometimes mixed with sweet wine (Plin. 21, 17). Most likely an ordinary Roman who was not used to perfumed air and costly furnishings at home enjoyed sitting in the midst of all this splendor. Probably he would even have refused to trade it for popcorn and upholstered seats, especially since the free wine that he received at the theater would hardly detract from the colorfulness of his surroundings (Mart. 1, 11 and 26).

Then too, the "best" people were there—the patricians and the knights, not to mention generals, priests, Vestal Virgins, consuls, and emperors. Perhaps the average Roman plumed himself on being seen in one of the "best" places when he went to the theater. Since the Roman had a very limited number of places to go to which offered either entertainment

or social prestige, he must have felt some excitement at this opportunity. After enjoying the occasion at first hand, he would find the play, the music and dancing, the actors, and the unscheduled bits of drama among the audience fertile subjects of conversation for many weeks.

That people did go to the theater to see and be seen is attested by Roman writers as widely different as Ovid (*A.A.* 1, 89; 3, 394) and Tertullian (*Spect.* 25). The smartest women went for this reason, as we hear from Ovid, who apparently approved since he suggested that they sit in conspicuous seats. An even more effective way to make sure one was noticed and admired was adopted by one of Martial's characters (8, 79), who attended the theater with women who were old and ugly in order to appear young and lovely herself. If we can trust Juvenal (3, 171-181), everyone in Rome dressed above his means and showed off his finery in the theater, though in many other parts of Italy people waited decently until they were dead to put on a toga. Sophisticated members of Roman society, however, were not to be restrained by Juvenal's bitterness. The women wore expensive and often seductive garments, and the most fashionable hair-dos, and were carefully made up. We may be sure that each examined the others as thoroughly as was possible—without opera glasses—in order to get the latest fashion hints and to make sure that she herself was unsurpassed. The desire to be the most splendid was not exclusively feminine, however, as we hear of the fop who came so heavily perfumed that the reek pervaded the whole of the theater of Marcellus, or so Martial says (2, 29). Many men came in sumptuous scarlet or purple robes. Possibly some spectators occasionally took hints about dress from the costumes of the actors. Horace (*Ep.* 2, 1, 204-207) tells us of the applause which greeted one actor before he had said a word because he was dressed in a woollen robe dyed violet.

That many persons tried to use the theater as a means of establishing their own social status is indicated by the efforts of ineligible to sit in reserved sections. Roman writers constantly make fun of men who attempted to sit in the knights' section

when they did not possess the money qualification for knighthood. There was, for example, the man who, Martial tells us (5.8; 14; 23; 25; 27; and 35), first tried to sit between the seats and, when driven from there by the usher, attempted to remain in the aisle in such a position that he would appear to the knight next to him to be sitting and to the usher to be standing. Others, even a door-keeper in one instance, attempted to deceive the crowd—and the usher in particular—by wearing robes of scarlet or purple which they imagined would indicate wealth sufficient for knighthood. It is hard to believe that such persons, and the man who, according to Martial, turned pale every time he saw the usher coming, could have concentrated very successfully on the performance. Yet, considering how seldom they seemed able to evade the merciless ushers, we may conclude that social-climbing was not too profitable an objective in the theaters of Rome.

The Roman poet who made himself an authority on love had much to say about the theater. "Do your hunting," directs Ovid (*A.A.* 1, 89), "in the theater." At the theater were to be found beautiful women, smartly dressed and sophisticated, who could, in the modern phrase, be "picked up." It was the man's place to indicate his interest by means of eloquent eyebrows and gestures (*A.A.* 1, 497-504). He should also champion the lover in the play and any actor who portrayed a woman in his dance. Ovid further advises him to rise when the woman of his choice rises and sit when she sits. With the women at the rear of the theater, this Roman wolf must either have been as strategically supplied with eyes as Argus or else have possessed the talents of a skilled contortionist if he was able to carry out all of Ovid's instructions. Both Ovid (*Am.* 2, 7, 1-6) and Propertius (2, 22, 1-12; 4, 8, 75-78) represent their own sweethearts as complaining whenever the poets' eyes wander back to the highest rows of the theater, and from the two writers' own confessions it seems likely that the sweethearts were justified in their complaints. Ovid (*A.A.* 1, 133-134; 2, 25-26; 3, 633), with admirable public spirit, warns guardians and husbands of the perils awaiting women in the theater, and he sympathetically advises anyone who is trying to fall out of love to stay away from the theater, where the music and dancing are effective agents of Cupid (*R.Am.* 751-755).

While such flirtations went on

among the spectators, many men and women were more interested in the performers themselves. Neither the stage-door Johnnie nor the matinee idol is a twentieth-century novelty. Mark Antony, for instance, was notorious for his associations with actors and actresses. Cicero (*Phil.* 2, 8, 20; 2, 24, 58; 2, 27, 65-67; 2, 29, 101; 8, 9, 26; 10, 10, 22; 13, 11, 24; *Att.* 10, 10) represents him as tearing about Rome with

LATIN INSTITUTE—1958

Members of the American Classical League and all other friends of the classics are urged to include in their summer plans attendance at the Eleventh Latin Institute. This year again Miami University, in Oxford, Ohio, will be our host. Sessions will begin on the afternoon of June 19 and end on June 21. Professor J. Hilton Turner, of Westminster College, New Wilmington, Pa., the chairman of the Program Committee, and the other members of his group have been busy with spadework; their activities ensure another pleasant and profitable opportunity for meeting old friends, making new ones, and refreshing one's enthusiasm for the classics.

an actress named Cytheris in an open litter, evidently the ancient counterpart of a convertible with the top down. He was not even unacquainted with the hotrod, for the elder Pliny (8, 1, 55) tells of his yoking lions to a chariot and riding with the same courageous Cytheris again by his side. Plutarch (*Antony* 9, 3-5) claims that even Antony's mother had no finer litter than the one he provided for Cytheris. According to these three writers Antony was constantly surrounded by both male and female mimes, upon whom he squandered his own property, to whom he gave Campanian land intended for soldiers, and by whom he was influenced in political as well as personal affairs. Plutarch (*Sulla* 2, 2-4; 36, 1-2) attributes somewhat the same behavior to Sulla. Apparently the ancient actress was as adept at coming into money as are some of her professional descendants of the present day—and without getting entangled in alimony difficulties. Horace (*Sat.* 1, 2, 55-59) gives another example of this when he tells of a man who gave his paternal home and farm to an actress.

Similarly, the ancient matinee idol seems to have had for women, even

of the highest classes, all the charm of a Clark Gable, although the fascination was likely to be less perennial because life and love were more dangerous for the Roman actor than they appear to be for Mr. Gable. Augustus had an actor whipped and banished because an indiscreet Roman matron with a boyish haircut visited him (Suet. 2, 45). The handsome young actor Paris was executed by Domitian because he had carried on an intrigue with the Empress, thus proving with a certain finality that ambition does not always lead to a desirable end (Suet. 8, 3; Mart. 11, 13). A maid in Petronius' *Satyricon* (126) remarks that some women's fancies just naturally run to such men as actors, who have been disgraced by appearing on the stage. Other writers speak of specific cases in which women of high position either pursued, or had intrigues with, actors, dancers, and musicians. Juvenal (6, 60-81), as might be expected, is very severe about such matters. He describes with suitable disgust the passionate reactions of various women watching a dancer on the stage and mentions other women who were infatuated with comedians or tragedians. But, he asks indignantly, do you suppose anybody falls in love with the language teacher Quintilian? In another passage (6, 393-397) he demands to know whether the god Janus answers the prayers of women who consult him about actors and adds that the gods do not seem to have much to do anyway. Janus, however, apparently was too busy (or else too cautious) to answer the poet's impertinent question.

The public attitude toward actors was obviously inconsistent (Tert., *Spect.* 22; Sen., *Ep.* 47, 17; Gell. 20, 4; Plin. *H.N.* 29, 5; Juv. 7, 82-97). The Romans regarded actors as degraded and unworthy of civil rights; yet they were fascinated by these same actors and could not resist association with them. Women pursued them; wealthy young men sought their company; certain emperors were so influenced by them that people learned to present their requests to the actors currently in favor. Senators apparently frequented the houses of pantomime players, and knights crowded about them in the streets. Laws were passed against such behavior as early as the time of Tiberius but do not appear to have been very effective (Tac., *A.* 1, 77).

In the late Republic and the Empire music came to be a very popular element in the theater. In part this was because of the development of

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pantomime, which consisted chiefly of music and dancing. Of course Roman music, both instrumental and vocal, changed greatly through the centuries. Horace (*A.P.* 202-219) concludes that it changed as the audience became less sober and more sophisticated. Cicero (*Leg.* 2, 15; 38; 39), recognizing the influence of song on impressionable minds, observes worriedly that audiences that used to be affected by the sternness of theater music now leap up and turn their necks and eyes in time to the music. If this too strongly suggests some Roman Elvis Presleys, we may console ourselves with the statement of certain authorities that later Roman music had taken on an oriental quality. At any rate the music of the theater had come to include catchy tunes which the spectators carried in their heads and went away humming. Ovid (*F.* 3, 535-536; *A.A.* 3, 317 and 349-352) speaks of people singing the tunes of the theater as they went about their affairs. Part of his advice to women who wished to be attractive to men was that they should learn to dance and should repeat the songs which they heard in the theater. Petronius' famous character Trimalchio on at least two occasions (*Sat.* 35 and 73) drunkenly bawls out songs learned, in one case at a mime, and in the other from one of Nero's favorite rock-and-rollers. It is easy to imagine the excitable Romans leaving a production of an ancient *My Fair Lady* shouting the hit tunes—even though the performance would probably have been largely ballet and the "fair lady" might have been Helen of Troy or even Venus herself.

Luxury, the opportunity to see and be seen, the hint of romance, glam-

orous stage stars, enchanting music—all these things contributed to the fascination of the theater in Roman times. Probably this helps to prove what a good many teachers of Latin have long suspected—that the Romans were really quite human.

MY GIRL'S SPARROW

(CATULLUS 2)

Translated

By JOSEPH WOHLBERG

The College of the City of New York
Sparrow, dear little pet, my lady's darling!

You she holds to her bosom, you she plays with.

She would let you attack her little finger,

Tease you into much fierce and bitter pecking,

When my radiant love, my shining goddess,

Thinks of playing some game, some charming nonsense.

(Maybe it's but distraction for her heartache,

That, at last, she could still her inner turmoil.)

Oh, that I, too, could play with you as she does,

Soothing thus in my heart the pain, the longing.

FAIL TO GET YOUR
CJ OR CW?

In case your *Classical Journal* has failed to reach you on time (No. 1 about October 10), please write directly to Professor John N. Hough, University of Colorado, Boulder, Colorado. Likewise, if you have not received your first issue of *Classical World* (formerly *Classical Weekly*), please write directly to Professor F. Gordon Stockin, Houghton College, Houghton, New York.

LETTERS FROM OUR
READERS

LIVING LATIN

Last year we presented our readers with a short specimen of living Latin in the form of a correspondence between Professor Harry L. Levy, of Hunter College, and Monsignor Antonio Bacci (*THE CLASSICAL OUTLOOK*, XXXIV, 39). Readers will also remember the October, 1956, Supplement, which made public Dr. Goodwin B. Beach's Latin address at the 1956 Avignon Congress for Living Latin. In this issue we are pleased to publish a letter written by Dr. Beach to our former editor, Professor Lillian B. Lawler, about his trip to Avignon, a letter which the recipient is happy to share with other lovers of good Latin.

The letter reads as follows:

Demirare fortasse quid Avenione actum sit quidque ego in Europa egerim. Multa utique. Primo, ubi Novo Eboraco enavigavimus, mare satis turbulentum invenimus, quod multos per duo dies lectulo tenebat; dein tranquillo iter solvimus. Calorem autem intolerabilem, nam thermometron gradum centesimum excessit, in Sicilia Italiaque meridionali perpassi sumus. Dies ibi actos exsudavi, veritus uti iterum refrigererem.

At ut ad navem redeam! Olim medicum adire necesse fuit, cui "Non parlo bene l'italiano," inquam, "Lei parla Latino?" Ille attonitus "Ita," inquit, et versus Ovidianos recitare coepit. Cum nonnullis postea Latine garrii, in quibus Episcopus Raimondi, Legatus Pontificius. Quidam hoc proposuit: "In mari meri miri necesse fuit muri mari mori."

Aloisius Guercio in statione Salernitana, comitantibus collega et abnepte, quae rosas uxori tradidit, nos expectabat, qui nos, cum in deversorio insedissemus, domum suam advexit, ubi cena opipari, septem profecto mensis, promulsidae, iure, collyra, locustis, carne, caseo, fructibus, vino pasti sumus. Dixine "pasti"? Immo vero oppleti! referti! Uxor, omissis cultellulis, cochlearibus, fusciniis, pocillis, octoginta quattuor lances patellasque numeravit. Postea nos ad cauponam in rupe sitam, unde mare despectaremus, advexere, ubi, vinum lene potantes, amoenitatibus maris sereni solisque cadentis fruebamur.

Quod in ore eorum lingua Anglicana, ut in meo Italica, ad confabulandum parum sufficiebat, Latine tantum sermocinabamur. Multa alia

loca visimus. Tum Frusinone perfectos amicus meus Amadeus Pacitti hospitio magnifico excepit. Haec familia lepidissima est, sed cum nemo Anglice sciret, Latine tantum. Suave fuit apud eos versari quibuscum Latine loqui necesse erat, quia nulla alia lingua nobis communis erat. Etiam atque etiam is "Nunquam antehac," inquebat, "Latine locutus sum." Atqui Latine sciebat et omnia vocabula ei in primoribus labris erant. Nos Ferentinum, oppidum Hernicorum, postridie advexit, ubi duo archaeologistae omnia nobis monstrarunt. Hi cum primo negassent se Latine scire, sermone excitati, subito facundi erant.

Sic per Italiam. Tandem Avenionem pervenimus, ubi omnia bene feliciterque peracta sunt, praeter quam quod Francogalli, ut sunt contumaces, lingua propria loqui malebant. Ego autem effeci ut Latine loquerentur, nam cum placita excuderemus, rogatus num Francogallice dicta intellegerem, negavi. Postea censuerunt ut in proximo conventu, qui Bruxellis anno MCMLVIII habebitur, omnia Latine agerentur.

Adfuerunt viri mulieresque ex viginti duabus gentibus, in quibus Turcia, Africa, Australia, Finlandia, Venezuela, Rumania, Syria, Graecia. Itali praestantes erant, Camerarii Pontificii Springhetti et Egger, Senator Tosatti, Professor Guerinus Pacitti, frater amici mei, omnes lepidissimi, humanissimi linguaeque peritissimi. Hispani, Camerarius Pontificius Iosephus Mir, editor *Palaestrae*, et Iosephus Delgado, Decanus Universitatis Salmanticae, Germanique, quibuscum omnibus Latine garrii, mihi maxime placuerunt.

Omnia fere quae facienda censebam adoptata sunt. Pronuntiatio restituta placuit. Lexicon, secundum Bacci, conflabitur, quod vocabula technica scientificaque contineat. Quod ad rem grammaticam attinet, censuerunt discipulos stilo exacto, correcto, logico, sed subtilitatem rhetoricarum nudo, licet barbarismis carente, instituendos, qui stilus ad res technicas scientificasque explicandas utilis sit. Editoribus ephemeridum technicarum quae in omnis gentes emittuntur suadebitur ut omnibus capitulis quae, qualibet hodierna lingua scripta, res technicas tractent epitome Latine scripta subiungatur, ut lector, siquid inveniatur examussim cognitu dignum, idem in suam propriam linguam convertendum curare possit. Uno verbo, ex hoc temporis articulo lingua Latina pro viva utilique habebitur.

Haec omnia in actis diurnis Europaeis longe lateque divulgata sunt, necnon et per radiophonia. Quidam

Hartfordianus, ad radiophonium Romanum undis brevibus emissis auscultans, commentarios de hoc conventu attonitus audiit et quidem magis cum mentio mei atque nostri collegi fieret.

Nostrum iamiam est haec per totam Americam divulgare. Sursum! Porro!

Vale.



FIFTH NATIONAL JCL CONVENTION

Latin teachers please note that the 1958 National Convention of the Junior Classical League will be held at the University of Michigan, in Ann Arbor, from August 17 to August 20. Details will be announced at a later date.



MEET THE ACL AWARD APPLICANT

By CAROLYN E. BOCK
State Teachers College, Upper Montclair,
New Jersey

THOUGHTS of college entrance examinations, choice of a career are high on the list of interests of high-school youth today. Are we as Latin teachers giving them any direction or helping them in their selection? The American Classical League in its Award Program is recognizing capable young Latin students and suggesting to them the desirability of continuing their study of Latin in college by presenting \$100 awards this year to ten outstanding Junior Classical League members to be used in pursuit of their college studies. Teachers are urged to publicize this program, to encourage their students to make application, and thus to remind them of the possibilities and advantages, cultural and vocational, of advanced study of the classics.

Although only five scholarships were offered last year, teachers will note with pride some facts about this initial competition.

There were 67 applicants for these five \$100 scholarships: 26 boys and 41 girls. Of these 28 had studied four years of Latin, 13 three years, and 26 two years. Some commented that they had taken all their school offered. There were applicants from twenty states. These states and the number of candidates from each were California—4; Colorado—3; Connecticut—1; Georgia—2; Illinois—1; Indiana—5; Kansas—2; Kentucky—4; Louisiana—2; Michigan—3; Minnesota—2; Missouri—7; New Jersey—5; New York—8; North Carolina—4; Ohio—4; Oregon—1; Pennsylvania—3; Tennessee—5; Virginia—1. There

were applicants from parochial and independent schools as well as from the public high schools. Grade averages for the four years in high school and in Latin ran from 85 to 98.5, with nearly all in the high 90's.

These young people were not only fine students in the classroom but extremely active participants in school and community affairs. Their membership and service as officers included the following organizations (the number in parentheses indicates the number of students noting their activity in each group): National Honor Society (32); Athletics (23); Forensics and Dramatics (28); Yearbook (18); Future Teachers of America (17); Music—Band, Orchestra, Chorus (25); Newspaper (25); Student Council (16); Language or Literary Club, excluding JCL or Latin (19); Y-Teens (8); Hi-Y (6); Science Club (12); Math Club (6); Future Homemakers of America (7); Beta Club (9); Cheerleaders (6); Photography Club (5); Girls State (3); Boys State (2); Cadet Teaching (3). In addition, 25 indicated that they had competed in state or national Latin contests; 5 reported being finalists in the National Merit Examination; and 18 stated that they were to graduate with honors. In the group there was a student chairman for a state Junior Classical League convention, a national tennis tournament competitor, a mayor of Teen Town, a cherry-pie-baking champion, a summer exchange student to Germany, a soloist in a city symphony, and the holder of a perfect attendance record.

It quickened the pulse to read the statements of these applicants on "Why I Should Like to Continue the Study of Latin" and discover the values they ascribed to Latin. There were, of course, all the traditional ones plus some of their own, but best of all was the fact that these values were here expressed in their words and on their terms. It was a fine tribute to their teachers. As chairman of the Award Committee I was privileged to read these applications, and I was greatly encouraged by the seriousness and enthusiasm of these young people in their stand for Latin. Let's have students from every state in the Union qualifying for the ten ACL Awards this year.



UNDERGRADUATE AND GRADUATE SCHOLARSHIPS

Among the many undergraduate and graduate scholarships and fellowships available to students of the

classics in this country, the following have been reported to us:

The American Classical League offers ten college scholarships of \$100 each to be awarded to high-school seniors who are members of the Junior Classical League. Applicants must have the recommendation of their Latin teachers. Application and recommendation forms may be secured from the office of the American Classical League at Miami University, Oxford, Ohio. Applications are due by January 15; they should be sent to the chairman of the Award Committee, Dr. Carolyn E. Bock, State Teachers College, Upper Montclair, N. J.

Amherst College has the Harry de Forest Smith Scholarship in Greek open to students who will enter Amherst this fall. The award pays full tuition. A competitive examination for boys in their senior year in secondary school who have had two or more years of Greek will be held in March. Further information may be obtained from Professor John A. Moore, Amherst College, Amherst, Mass.

Indiana University has scholarships on the David and Jennie Foster Curry Fund, from which at least six grants, of from \$100 to \$150 each, are made every year for study in the classics; also, the Lillian Gay Berry Scholarship, which goes each year to an outstanding junior or senior student who intends to become a teacher of Latin. In addition, yearly awards are made to deserving students for the purchase of books in the field of the classics. Freshmen are eligible for the Curry scholarships. Candidates should write as soon as possible, and before April, to Professor Norman T. Pratt, Jr., Indiana University, Bloomington, Ind.

The University of Pittsburgh has several undergraduate and graduate scholarships available in the field of the classics, on the Robert S. Marshall Memorial Fund. Full information may be obtained from Professor Eugene W. Miller, 3328 Cathedral of Learning, Pittsburgh 13, Pa.

The University of Missouri has the Walter Miller Fellowship for graduate study in the classics, which pays a stipend of \$700 for the year. Full information may be obtained from the Department of Classical Languages and Archaeology, 211 Jesse Hall, University of Missouri, Columbia, Mo.

The University of North Carolina has available a teaching fellowship paying \$2000 for the year for a student majoring in Latin or Greek to-

ward an advanced degree; also, four part-time instructorships in classics at stipends of \$1150 each, and two assistantships at stipends of \$900 each. Further information may be obtained from Professor B. L. Ullman, University of North Carolina, Chapel Hill, N. C.

The University of Texas has the William James Battle Fellowship in Greek Studies, which is open to graduate students with a major in Greek. It carries a stipend of \$1500. Information may be obtained from Professor H. J. Leon, University of Texas, Austin 12, Texas.



CALL FOR SUMMER COURSES

For several years the May issue of THE CLASSICAL OUTLOOK has contained lists of summer courses in Latin, Greek, ancient history and civilization, ancient art, archaeology, classical literature in translation, linguistics, general language, and the teaching of high-school Latin, which were being planned by colleges and universities throughout the country. Copy for the May, 1958, issue must be in by March 1. Members of college and university faculties who can supply lists of projected summer courses by that date are earnestly requested to send them to the editor, Konrad Gries, Queens College, Flushing 67, New York. Please do not send catalogues.



SUMMER SCHOLARSHIPS FOR TEACHERS

Teachers of the classics will be interested in noting the following scholarships for summer study in Italy and Greece that are available to them.

Scholarships of the American Classical League.—Three scholarships of \$500 each, plus coach fare up to \$75 to port of embarkation, are offered for the summer of 1958 to teachers of Latin in secondary schools. Winners may attend the summer sessions of the American Academy in Rome or that of the American School of Classical Studies at Athens. They may accept other scholarship aid as well. Applications were due on January 1, 1958, in the hands of the chairman of the Scholarship Committee, Professor Robert G. Hoerber, Westminster College, Fulton, Mo. These scholarships were announced in the October, 1957, issue of THE CLASSICAL OUTLOOK.

Scholarships of the American School of Classical Studies at Athens.—Two or more scholarships, with a

stipend of \$500, will be available for the summer session of 1958 at the school. Undergraduate and graduate students and teachers of the classics may apply. Applications must be received before January 15, 1958. Full information may be obtained from Professor Gertrude Smith, University of Chicago, 1050 East 59th St., Chicago 37, Ill.

In addition, the American School grants a stipend of \$250 to any winner of a regional scholarship who enters its summer school.

Scholarship of the Classical Association of the Atlantic States.—A grant of \$200 is available for a secondary-school teacher who is a member of the Association, and who most nearly fulfills the qualifications laid down by the Association, for summer study at the American Academy in Rome. Applications must be in not later than February 1. Inquiries should be addressed to the President of the Association, Professor Frank C. Bourne, The Graduate College, Princeton, N. J.

Scholarship of the Classical Association of the Middle West and South.—The Semple Scholarship of \$250 is available to a teacher of Latin or Greek in a secondary school within the territory of the Association. For the summer of 1958 the award will be for study at the American School of Classical Studies at Athens. Applications must be in not later than January 16; selections will be made in February. Information may be secured from Professor Grace L. Beede, University of South Dakota, Vermillion, S. D.

Scholarship of the Classical Association of New England.—An award of \$250 is available to a secondary-school teacher of Latin or Greek who is a member of the Association, for summer study at the American Academy in Rome. Applications must be in by February 1. Information may be obtained from Professor F. Warren Wright, Smith College, Northampton, Mass.

Scholarship of the New Jersey Classical Association.—A grant of \$200 for study at the summer session of the American Academy in Rome is available to a member of the Association. Information may be obtained from Dr. Edna White, 127 Summit Ave., Jersey City, N. J.

Scholarship of the New York Classical Club.—A grant of \$200 will be available for summer study at the American Academy in Rome or the American School of Classical Studies at Athens. Any member of the Club in good standing for at least two

years may apply, but preference will be given to applicants who are now actively engaged in teaching Latin or Greek, or who are now graduate or undergraduate students of Latin or Greek and who intend to devote their future teaching primarily to Latin or Greek. Applications should be sent by January 10 to Professor Raymond Mandra, Hunter College, New York 68, N. Y.

Scholarships of the Ohio Classical Conference.—A scholarship of \$350 for summer study at the American Academy in Rome or the American School of Classical Studies at Athens is open to teachers of Latin in the high schools of Ohio. Applications must be submitted before February 1 to Professor Richard J. Spath, John Carroll University, Cleveland 18, Ohio. The Conference also awards two scholarships worth \$60 each for study at any summer Latin Institute of the recipient's choice.

Scholarship of the Pennsylvania State Association of Classical Teachers.—The Edith M. Jackson Rome Scholarship carries a stipend of \$200 for summer study at the American Academy in Rome. It is awarded to the Pennsylvania teacher of secondary-school Latin who most closely qualifies according to rules laid down by the Association. Applications must be submitted by January 15 to Miss Della G. Vance, 99 Ridgewood Ave., Pittsburgh 29, Pa.

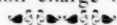
Scholarships of the University of Pittsburgh.—The Marshall Memorial Scholarships for study abroad grant annually one or two awards of \$500 each for summer study in Athens or Rome. Preference is given to persons having some affiliation with the University of Pittsburgh. Further information may be obtained from Professor Eugene W. Miller, 3328 Cathedral of Learning, Pittsburgh 13, Pa.

Scholarship of Eta Sigma Phi, Honorary Classical Fraternity.—A grant of \$300 is available for the summer of 1958, for study at the American Academy in Rome, to a person who has been a regular undergraduate member of Eta Sigma Phi, who has received the bachelor's degree between 1953 and 1958, and who has not yet received a Ph.D. degree. Quality of undergraduate work in Greek and Latin, and intention to teach the classics, will be considered in the awarding of the scholarship. Applications are to go to Professor Graydon W. Regenos, Tulane University, New Orleans 18, La.

Scholarship of the Vergilian Society of America.—One scholarship, and possibly two, will be available

for two weeks of summer study at the Villa Vergiliana, in the Naples-Cumae area, for the summer of 1958. Each scholarship will grant \$300 in cash and remission of tuition. Applicants must be members of the Vergilian Society, and must apply before March 1. Further information may be obtained from Professor Charles T. Murphy, Oberlin College, Oberlin, Ohio.

In the case of regional scholarships, the American Academy in Rome remits its tuition charge of \$100.



NOTES AND NOTICES

In Georgia the State Board of Education has ruled that all accredited high schools must offer foreign languages. As the Board's ruling is put into effect, it is anticipated that there will be many teachers of foreign languages who, because of insufficient training or because they have not taught for several years, will feel in need of some kind of help. The Georgia Foreign Language Association is trying to determine what kind of help must be made available to ensure good teachers and effective teaching.

According to figures released by the U. S. Office of Education, the majority of high-school graduates now enter college. In 1940 only 34.1% of this group were first-time college freshmen; in succeeding years this percentage increased as follows: 1952—44.7%, 1954—49.8%, 1955—52.1%, and 1956—54.2%. High-school administrators must recognize that for an increasing majority high school is no longer a terminal point and that college preparation is now a major function of secondary education. Of accredited institutions offering the B.A. degree, 30.6% require foreign-language training for entrance; 83.6% require it for the degree. These facts should be publicized.

Classicists will learn with interest that there are 26 accredited colleges and universities in the United States that offer Latin for high-school credit by correspondence; 28 offer it for college credit by correspondence or in extension courses. For information about these courses, address Miss Eleanor Salisbury, Nicholson Hall, the University of Minnesota, for copies of the brochure, *A Guide to Correspondence Study*, published by the National University Extension Association. The price is 25¢.

In a job-placement survey that he conducted in Michigan, Washington, Illinois, Missouri, and Texas, using statistics supplied by the American Classical League, Professor J. D. Sad-

ler, of Furman University, discovered that 402 openings in high-school Latin were reported in 1957. From these states and from the ACL Placement Bureau there were 127 requests for fulltime Latin teachers; 104 for teachers of Latin and English in combination; 70 for Latin and Spanish; and 45 for Latin and French. Illinois reported only one recommended candidate for 82 openings.

From a questionnaire circulated in Maryland by Professor William Ridington of Westminster College it was learned that 49 new Latin teachers are reported as needed in the next five years. During the last three years, 46 schools reported an increase in Latin enrollment; smaller schools that do not offer Latin at present, expect that it will be given as school enrollments rise and more students plan to go to college.

—C.E.B.



HIGH SCHOOL LATIN— A BASIS FOR THE HUMANITIES AND LEADERSHIP

By BESSIE T. DOBBINS
Albany (Ga.) High School

IN THE modern classroom, the Latin teacher begins his instruction under conditions quite different from those of twenty-five years ago. Then, the teacher and lover of Latin was not compelled to spend and expend valuable time as well as energy in trying not only to explain the value of Latin but even to justify its very existence in the curriculum. Today, the teacher of Latin is faced with the Herculean task of teaching a cultural appreciation of the classics to a group of students who are somewhat skeptical of its value.

After many years of teaching, however, I still believe that Latin, above all other subjects, offers the greatest opportunity not only for producing effective citizens but also for developing character. As Cicero said in his *Pro Archia* (7), "Someone may ask: 'What? Have all distinguished citizens had this training that you extol?' It is difficult to assert this about all of them, but nevertheless the reply I shall make is true. I admit that there have been many men of excellent mind and worth who did not have this methodical training, and by the almost divine instinct of their own nature have stood out as self-controlled and influential men. I even add this, that very often natural ability without training has had more to do with leading men to credit than training when not assisted by native ability. And yet I maintain that when

to an excellent and admirable natural disposition there is added a certain system and training of education, then from that combination arises an extraordinary perfection of character."

In the light of my experience as a teachers of high-school Latin, I have found that the youth of the present is as eager to learn Latin as in the past—perhaps more so; for then he had no choice. Latin was a "must." The psychology of that situation was not good; for most of us rebel against anything in which we have no choice.

Today, Latin is elective, so that we usually find in our classes pupils with a high I.Q., or those who have a definite goal in mind. Therefore, it is a challenge to the Latin teacher to maintain the interest that beginning pupils usually manifest. This challenge can be met without too much difficulty if the teacher is willing to break away from all the dead, dull, and orthodox methods that have helped to characterize Latin as unprofitable to an age of steam and electricity. Not only the methods but the teacher's attitude, too, must be reviewed, for the attitude of the pupils depends very much upon the spirit with which the teacher presents the subject; in the final analysis, it is the personal appeal of the subject as made through the personality of the teacher that determines the pupils' election or rejection of it. Truly "many are the wand-bearers, but few are the true bacchanals."

Having made the necessary adjustments in methods and attitudes, we may now consider the study of high-school Latin and how it fits into the picture of the humanities.

The humanities may be defined as "the branches of polite learning regarded as primarily conducive to culture." With this definition as a guide, we shall endeavor to show the relationship between the two, Latin and the humanities.

In Latin I, pupils are interested in becoming acquainted with a language other than their own. In many high schools, it is the first foreign language offered—hence the advantage it has over the other foreign languages. The sound of strange words has an appeal for the average pupil. He soon makes the discovery that many words, such as "animal," "area," "campus," "circus," etc., which belong to his English vocabulary, are in reality Latin. The only difference is in pronunciation. Since these words have been borrowed from Latin, they may be called loan words. Another

group of words meriting special interest is the class known as derivatives, for without these our English would suffer more than a fifty per cent loss. So the pupil begins to realize, as he progresses, how greatly indebted he is to the Romans for his own mother tongue. He finds through the study of Latin that words are living and vital; he learns to be wary of them and to speak with some degree of care and exactitude. I suggest, therefore, that the linguistic value be stressed particularly in the first year.

CONTEST CLOSING

Readers are reminded that this year's Verse-Writing Contest will close on February 1, 1958. Entries should be sent to Professor Konrad Gries, Queens College, Flushing 67, New York. The rules of the contest may be found in our November issue, page 14.

History always has an appeal for us. To quote Cicero again, "To be ignorant of what has happened before you were born is to remain always a child. For what is man's life if it is not to be linked with the life of earlier generations by the memory of the past?" (*Orator* 34.120). In Latin II, since the reading material is based primarily on the lives of outstanding Romans—the ones who served their country well, even beyond the call of duty, the historical value offers a golden opportunity. In studying the lives of Roman heroes such as Cincinnatus, Horatius, Regulus, Caesar and others, the pupils receive a lasting impression. Just as the boy Ernest in the story *The Great Stone Face* by daily observation became the counterpart of the hero carved on the mountain side, so daily contact with such Roman heroes helps to mould the character of our own young people.

As we reach the third milestone, our pupils have grown in stature and wisdom—a fitting time to prepare them for full citizenship. In trying to arouse them to a sense of civic duty and patriotism, we can go to no better source than to a study of Cicero, for he held fast to the ideal of a good citizen and fought with all his mighty eloquence and dramatic ability to save the Roman Republic. Numerous allusions to earlier Roman history found in Cicero's orations, the ones commonly read in high school, help to continue the study of

Roman history already begun. Then there is the added opportunity of stressing the dramatic events and momentous problems that have always shaped the destiny of men and nations. Interest can be stimulated and a focal point presented by assigning a special topic to each member of the class at the beginning of the school year with the suggestion that any pertinent material read throughout the year be transferred to a special notebook, and that this material be used to develop a theme or some other worthwhile project at the conclusion of the course. Graft in government, honesty and responsibility among public officials, foreign policies, racial hatreds, official trips at government expense, fear of electing a radical, proposed suggestions for balancing the budget are only a few of the many topics to be found in Cicero's orations that are as much national problems today as they were in his time. Through the discussion of such topics, we can firmly implant in our young people ideals of life which will insure their being better citizens. As the Roman of old was proud to declare *Civis Romanus sum*, our pupils will be even prouder to say, "I am an American citizen," for they will have a concept of good citizenship evolved from their study and evaluated by the measuring rod of the Biblical four-square "growth in stature, in wisdom, and in favor with God and man."

After three years of high-school Latin, we come to a fitting climax, Vergil's immortal epic. I usually speak of it to my pupils as the dessert of a four-course dinner. A rare dessert it is! Here, at last, we may enjoy the beauty of the poetry that Tennyson called "the stateliest measure ever moulded by the lips of man." We find it to be a veritable storehouse of history and mythology. We recognize in Vergil a master of literary expression, a poet offering melodious rhythm and majestic word pictures. In the preceding years, vocabulary study played an important role. We found that words should be studied in groups with discrimination as to their uses. We find this role to be especially prominent in our fourth year. Here, face to face, we meet the poet whose choice of words caused Tennyson to say, "All the charm of all the muses often flowering in a lonely word." The many beautiful quotations abounding in the *Aeneid* would alone justify its study. In addition, Vergil is also a consummate teller of tales: though the *Aeneid* is essentially an

epic, it contains innumerable short stories, each complete within itself, which in their totality make up the mighty structure of the poem as a whole. The *Aeneid* really offers everything in the way of culture: history, art, philosophy, economics, sociology, literature, religion, and "the love of beauty" which, in the words of W. H. Hudson, is "God's best gift to man."

The boy or girl does not exist who can spend four years on the study of high-school Latin without having acquired a definite realization of the qualities necessary for leadership: a solid background embracing the indispensable values of clear thinking, discipline, accuracy, imagination, will, and character. Therefore, his will be a broad foundation on which to build any career he chooses.

As a summary of the objectives which have been suggested, I should like to close with this quotation from the *Sir Roger de Coverley Papers*: "His familiarity with the customs, manners, actions, and writings of the ancients makes him a very delicate observer of what occurs to him in the present world."



TEACHER PLACEMENT SERVICE

The American Classical League Service Bureau conducts a Placement Service for teachers of Latin and Greek.

The plan is a very simple one, and very inexpensive. Any member of the League desiring this service may write to the Service Bureau requesting an information blank. This blank is to be returned to the Bureau together with a registration fee of \$1.00. The blanks are kept on file in the order received, and any prospective employer, on inquiry, is sent an up-to-date list of *all* applicants together with pertinent information about each applicant.

BOOK NOTES

The Voice That Speaketh Clear. By Arthur M. Young. Pittsburgh: The University of Pittsburgh Press, 1957. Pp. 106. \$3.50.

Not only classicists whose educational roots are in Pittsburgh, but others as well, will enjoy Professor Young's history of classical scholarship and teaching at the University of Pittsburgh.

Beginning with the frontier period and the founding of the Pittsburgh Academy in a log schoolhouse in

1787, the author gives a colorful picture of the teachers of the early days, many of them "refugees" from religious persecution in the British Isles. Gifted men they were, steeped in the classics, and dedicated to the public service; but their methods were "rigorous" and "relentless" beyond the imagining of a modern student. In 1819 the Academy became the Western University of Pennsylvania—in a brick building of three rooms, plus the old log schoolhouse. It boasted a faculty of five ministers of five different denominations, all of them thoroughly versed in the classics; and its ambitious course of study was largely classical. Almost immediately the youthful university was confronted with demands for a more liberal curriculum. The remainder of the nineteenth century saw the development of that curriculum; but the classics nevertheless remained strong and effective as educational instruments, and many of the W.U.P. classicists proved to be great and inspiring teachers. In 1908, with a change of name to the University of Pittsburgh, the university entered upon a new era. It was moved to a spacious site in Schenley Farms; ground was broken for the first of several fine new buildings; and the parade of outstanding classicists known to most of our readers today was begun. The ensuing years are those of Scribner, of Ullman, of Sage, of Stinchcomb, of Johnson, and, ultimately, of the trio of Young, Miller, and Panetta, who today, in the great Cathedral of Learning, carry on the university's classical tradition, abetted by the university's own fabulous Marshall Fund for the classics.

It is a stirring and inspiring story. The present writer enjoyed it profoundly—and hereby thanks Professor Young for his kind words on her own small part in that story.

—L.B.L.

Rhetoric in Greco-Roman Education. By Donald Lemen Clark. New York: Columbia University Press, 1957. Pp. xii plus 285. \$4.50.

The volume under review is a worthy successor of the author's *John Milton at St. Paul's School: A Study of Ancient Rhetoric in English Renaissance Education*, reviewed in THE CLASSICAL OUTLOOK several years ago (cf. the March, 1949, issue, p. 69), although to classicists it offers nothing factually new. Mr. Clark, now Professor Emeritus of Rhetoric at Columbia University, draws copiously upon ancient writers on rhetoric, such as Aristotle, Cicero, Diony-

sus of Halicarnassus, Isocrates, Philodemus, Quintilian and the Elder Seneca, as well as upon modern scholars, such as Bonner, Gwynn, Marrou and Roberts, to present a thorough and quite readable "account of the educational methods used by ancient teachers . . . in their successful efforts to train young men in the artistic control of . . . media of communication in speech and writing" (p. vii).

Throughout, the accent is on the word "successful." In contrast to many of those, both in ancient times and during the last two centuries, who have dealt with the subject, Professor Clark sees more virtues in the Greco-Roman educational system than it is usually accorded. Perhaps he does so because he has approached the problem as a practising teacher whose many years of experience have given him ample opportunity to put the ancient precepts to the test. The demonstration that these precepts can be "of the greatest value" in "a general education for a democratic society" (*ibid.*) constitutes the real value and originality of the book.

Very useful are the full bibliography (pp. 267-276) of both primary sources and modern scholarship, and the nine-page index. Misprints are few and unimportant, though it is a bit shocking to come upon *genus iudicale* (pp. 71 and 140) and *pater potestas* (p. 231).

Classicists have reason to be grateful for this sturdy defense by a non-classicist of a characteristic and often underrated phase of ancient civilization.

—K.G.

Garden of the Gods: Mesopotamia, 5000 B.C. By R. de Rohan Barondes. Boston: The Christopher Publishing House, 1957. Pp. 467. \$6.00.

Dr. Barondes is a retired military surgeon whose hobbies are archaeology and the history of science. He has put together in this book standard translations of portions of the Epic of Ishtar and Izdubar, and of a large number of hymns, prayers, songs, proverbs, documents, and inscriptions from various Mesopotamian sources. He prefaces the selections with introductions of his own, and frequently appends rather lengthy comments to the translations. Many parallels are adduced. The section on plague, e.g., contains a long translation from Thucydides, and shorter ones from Herodotus, Nicander, and Maimonides. The section on disease and therapy contains a great deal on Chinese and Japanese deities. The

section on Babylonian mathematics is followed by a discussion of Egyptian mathematics, the myth of Icarus, Heron's experiment in "jet propulsion," and the "airplane" treatise of the Hindu Bharadwaj.

The point of view throughout the book is avowedly that of the layman; and many of the statements rather take away one's breath. For example, in speaking of the man of the Stone Age (p. 17), the author says: "Nothing crude or brutish is found in any of their arts or sciences. Comparison with many of the works of today display (*sic*), in fact, retrogression, instead of evolution."

Inconsistencies abound. In the Table of Contents, e.g., Part I has no title, but Part II has. Subdivisions are often not parallel. The title of the book itself raises questions, for quite evidently the passages presented are by no means all from 5000 B.C. Typographical, spelling, and grammatical errors appear on almost every page; cf. *millennium* (pp. 15, 16, 243, 266, 268, 446, etc.); *annointed* (p. 253); *Ethiopia* (p. 256); *portentious* (p. 249); *most-beautiful* (plate preceding p. 47); "... prediction of lunar phenomena with an accuracy of but a few minutes" (p. 225); "the women chant her prayers much like they did in the days of Queen Ishtar" (p. 231). The book's chief value is as a collection of material.

—L.B.L.

Roman Life. By Mary Johnston. Chicago: Scott, Foresman and Co., 1957. Pp. 478. \$5.00.

Many classicists own or have consulted Miss Mary Johnston's *Private Life of the Romans* (1932), in which she revised and enlarged her father's book of the same title (1905). The present volume supersedes her earlier one, which she has carefully rewritten and expanded to twenty-seven chapters.

The larger pages (6" by 9 1/4") have made possible an increase in the size, quality, and number of the illustrations (now over 525). They begin in the front matter, abound in the text, and overflow into the supplements and the index. There is a welcome sprinkling of models and airplane views among the new ones. It is a great boon to have so many significant pictures available in such small compass.

Some of the captions could have been made longer and more informative without marring the appearance of the book, but all essential information is given in a supplement called "Descriptive List of Illustra-

tions" (pp. 401-440). I hope that students will make adequate use of this list.

The illustrations have a wealth of suggestion aside from the author's use of them, and I wish to make a few random comments about them.

A mosaic on page 56 shows the farming activities on a North African estate. In one scene a man partly enveloped in a disguise is driving birds (either quail or partridge) into a net. For centuries quail were netted in fabulous commercial quantities on both the northern and the southern shores of the Mediterranean as they alighted utterly exhausted from migratory flights. On the Sinai Peninsula the children of Israel even "gathered" them (Numbers 11. 32). It seems probable that the four listless birds allowing themselves to be driven into the net are migrants spent from their taxing flight across the sea. (For information about the netting of quail see C. S. Jarvis, *Yesterday and To-day in Sinai* [Boston and New York, 1932], Chapter XIV.)

The fish and other inhabitants of the sea shown in a mosaic on page 99 are "so realistic that species can be identified." I saw equally lifelike fish in a mosaic floor in Greece (on the island of Delos, I think). Its boastful inscription, "Only not water," seemed warranted, for I thought they might swim away if it rained.

The famous frescoes of cupids in the house of the Vettii at Pompeii are reproduced on page 92. In the bottom one, where perfumers are at work, a seated customer is holding the back of her hand to her nose. It is safe to conclude that she is testing a perfume. Compare Pliny, *Nat. Hist.* 13. 19: *Experimentum eorum [unguentorum] inversa manu capitur ne carnosae partis calor vitiet.*

It is worth noting, in connection with the pictures of Roman roads (pp. 314, 334, 358), that the breeding of heavy draft horses began in regions where the durable paving made larger loads possible.

The beautiful inscriptions on monuments (pp. 61, 368) afford excellent opportunities to remind students of the lineage of the incised capital letters we see on our public buildings. The best Roman capital letters on monuments are models of perfection, and I have seen architects carefully copying them.

There is an inadvertence on page 98, where the values of fine round tables made from citrus wood with beautiful markings are given a range of \$20,000 to \$60,000. Even though these prices are staggering, they are

now far too low. Miss Johnston took them from her father's book, published in 1905, when a dollar was worth a dollar and not merely thirty or forty cents.

Miss Johnston's new approach to this engaging subject should make the Romans mean more to students, and it will be welcomed by teachers. It is a labor of love. The attractive appearance of the book is ample testimony to the pride of the publisher's staff in the work.

—E. S. McC.



KNOW OF AN OPENING?

The success of the American Classical League's teacher placement service depends upon the extent to which prospective employers are informed about this service. Heads of classical departments and directors of placement bureaus are earnestly requested to refer to the Director of the Service Bureau any prospective employer whose requests for teachers of Latin or Greek they themselves are not able to fill. Teachers in the schools or colleges are also requested to report any vacancies of which they may become aware. Address the American Classical League Service Bureau, Miami University, Oxford, O.

AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send CASH through the mails. Remittance should accompany order, and may be by stamps, money order or check. Please order carefully, by number, title and type (Mimeograph, Poster, Pamphlet, etc.). Material ordered from the Service Bureau is not returnable since it would likely be too damaged for resale; as a non-profit-making organization the Bureau can not absorb such losses.

Because of the increased cost of postage and handling, please add 25¢ for an order amounting to \$1.50 or more.

Please order material at least two weeks in advance of the date on which you wish to use it. In an emergency, indicate which items are urgently needed and add 25¢ to pay for "special-handling" postage.

The address of the Service Bureau is American Classical League, Miami University, Oxford, Ohio.

W. L. CARR, Director

The Service Bureau has for sale the following seasonable material:

FEBRUARY

- 557. Suggestions for a program on February 22. 10¢
- 588. Cicero walks with Washington and Lincoln at midnight. A short play in English. 15¢
- 606. Roamin' with the Romans. A clever program for club, assembly, "Open House," or radio. 20¢
- ST. VALENTINE'S DAY
Mimeographs
- 317. Suggestions for a Valentine's Day program. 5¢

422. Making of Latin Valentines. 20¢
 501. A Valentine party by a Vergil class. 10¢
 566. The Loves of Jupiter. Directions for making hand puppets and a play for them. 10¢
 621. "Cupid and Psyche" in living pictures. 20¢
 642. Cinderella. An easy Latin playlet in three scenes. 8 minutes. 20¢
 653. Pomona. A puppet or stage play. 20¢
 654. Persephone. A puppet or stage play. 25¢

Valentine Cards

- VC. A small picture of a Pompeian wall painting depicting Cupids grinding grain. Inside, a Valentine sentiment in Latin. Printed in red. Envelopes to match. 5¢ each.
 VM. A picture of a Roman mosaic showing a Cupid driving a dolphin. Inside, a Valentine sentiment adapted from an epigram of Martial. Colors, purple and gold. Envelopes to match. 9¢ each; 12 for \$1.00.

THE IDES OF MARCH

Mimeographs

231. Exitium Caesaris. A Latin play. 25¢
 500. Suggestions for a Latin program for the Ides of March. 10¢
 551. A trip through Roman history. A burlesque skit. 15¢
 567. Julius Caesar. An amusing "musical comedy" in three scenes burlesquing the story of the slaying of Caesar. 15¢
 581. Suggestions for celebrating the Ides of March or the birthday of Rome, April 21. 15¢

CAESAR

Mimeographs

39. How can we vary the Caesar work so that it may not become monotonous? 20¢
 52. Immediate and ultimate objectives for each year of the Latin course. 10¢
 57. Points of syntax recommended for intensive study during each semester of the Latin course. 10¢
 75. Characteristics of Caesar as seen in his *Commentaries*. 15¢
 100. A debate: "Resolved, That Caesar's methods were justified by his ultimate aims." 10¢
 132. Caesar's rules of strategy. 5¢
 176. Characteristics of the Gauls. A very helpful study based upon passages from Caesar's *Gallic War*. 15¢
 217. Advice to an inexperienced teacher of Caesar. 15¢
 227. Practical suggestions for the Caesar teacher. 15¢

229. Fifteen anecdotes about Caesar. 20¢
 272. The schoolboy's dream. Play in English, with a little Latin. For 2 boys. A schoolboy falls asleep and is visited by Caesar's ghost. 10¢
 360. A bibliography on the Romans in Britain. Revised by Lt. Col. S. G. Brady, U. S. Army, Retired. 20¢
 408. Comprehension in the translation of Caesar. 5¢
 434. Directions for making a costume of a Roman legionary soldier. 5¢
 467. A completion test on the content of class reading of Caesar, Book I. 5¢
 468. Special topics for the Caesar class based on T. Rice Holmes' *Caesar's Conquest of Gaul*. 15¢
 469. Improvement sheet for a teacher of second-year Latin. 15¢
 475. The banquet. Play in Latin, for 6 boys. Caesar's Helvetian War is discussed at the dinner table, and one of the guests is called away for active service. 10¢
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 543. Persons in the *Gallic War*. 15¢
 556. The English pronunciation of Latin proper names in Caesar's *Gallic War*. 10¢
 558. A list of sixteen successful projects for the Caesar class. 5¢
 562. Questions designed to test the pupil's knowledge of the background of Caesar's *Gallic War*. 10¢
 571. Raising Caesar from the dead. 15¢
 572. An adventure in Caesar. A device for the Caesar class. 5¢
 573. The social studies content of Caesar's *Gallic War*. 15¢
 594. Caesar for military training in strategy. 15¢
 606. Roamin' with the Romans. A clever program for club, assembly, "Open House," or radio. 20¢
 610. Some graphic aids for reading Latin. 5¢; in quantities of 25 or more, 3¢ each.
 616. The Celts up to 58 B.C. An outline. 10¢
 617. An outline of Caesar's *Gallic War*. A historical outline, with references to passages in Caesar. 20¢
 639. All Gaul. A play in two acts, or radio script. In English. A "different" interpretation of the Dumnorix-Diviciacus episode in Caesar's *Commentaries*. 8 boys, plus extras. 40 minutes. 40¢
 641. Caesar crosses the Rubicon. A burlesque. 16 or more boys, 14 or more girls. 12 minutes. 20¢

652. Parallel chronological tables for the lives of Caesar, Cicero, and Pompey. 15¢
 662. A list of historical novels dealing with classical themes. Revised June 1, 1956. 25¢
 692. Modern military terms and their Latin equivalents. 15¢

Bulletin

- XXVI. Fortuna belli. A Latin play for high-school students of Caesar. 30¢

Supplements

5. Stories about Caesar. Translations from various classical authors. 10¢
 17. Sight passages from Caesar. 10¢
 18. More sight passages from Caesar. 10¢
 32. A new Caesar may be born unto them. Passages from Suetonius, illuminating the character of Caesar. 10¢
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Books

Caesar's Gallic Campaigns. A military man's version of the *Bellum Gallicum*, Books I-VIII, by Lt. Col. S. G. Brady, Ret., together with an introduction, notes, interpretations, and two appendices. Very useful for all teachers of Caesar. \$3.00.

A Friend of Caesar. By W. S. Davis. A novel dealing with the events of the Gallic War. \$3.75.

With the Eagles. By Paul L. Anderson. A new and inexpensive printing of a long-time "best seller" for Caesar students. \$1.00.

Articles in THE CLASSICAL OUTLOOK

- Price, 15¢ each
 "An Adventure in Caesar." January, 1938.
 "The Social Studies Content of Caesar's *Gallic War*." February, 1938.
 "Gaul and the American Student." March, 1941.
 "Caesar Is Literature." March, 1949.
 "To the Teacher of Caesar." March, 1950.
 "A Latin Teacher Visits Caesar's Gaul Today." March, 1951.
 "With Caesar in Spain." March, 1952.
 "The Much Abused Imperfect Indicative in Latin." December, 1952.
 "Ecce Caesar Nunc Triumphat!" March, 1953.
 "Bimillennium of Pharsalus. 48 B.C.—1953 A.D." November, 1953.
 "Cicero, Pompey, Caesar." March, 1956.

The Service Bureau offers the following new material:

The Service Bureau regrets having to report that the Roman calendar

for 1958, which was announced in *THE CLASSICAL OUTLOOK* for December, is no longer available.

A NEW CARD GAME

A new card game called "Myth-ites," designed by Lulu Lee, provides attractive drill on thirty characters in Classical Mythology. It can be played by any number from two to thirty. Price per set, \$1.00.

A NEW EDITION OF THE LATIN CLUB

The eighth edition of *The Latin Club* by Lillian B. Lawler is now available. Order as Bulletin XII. Price, \$1.00.

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